

# Summarizing Frameworks

- Narrative Summarizing Framework
  - This is a story about \_\_\_\_\_.
  - The problem/adventure/experience was \_\_\_\_\_.
  - The problem/adventure/experience concluded when \_\_\_\_\_.
- Expository Summarizing Framework
  - Topic: \_\_\_\_\_.
  - Main Idea #1: \_\_\_\_\_.
  - Main Idea #2: \_\_\_\_\_.
  - Main Idea #3: \_\_\_\_\_.
- Informative Verbs:
  - Explains, shows, discover, reveal, study, examine, observe, explore
- Example: Come explore the desert and discover the unique landscape, observe the extreme climate, and examine the fascinating wildlife.

# Empowering Writers Expository Summary Framework

**E Durkheim**



## **Empowering Writers Expository Summary Framework:**

*Empowering Professional Teaching in Engineering* John Heywood, 2022-05-31 Each one of us has views about education how discipline should function how individuals learn how they should be motivated what intelligence is and the structures content and subjects of the curriculum Perhaps the most important beliefs that beginning teachers bring with them are their notions about what constitutes good teaching The scholarship of teaching requires that beginning teachers should examine evaluate these views in the light of knowledge currently available about the curriculum and instruction and decide their future actions on the basis of that analysis Such evaluations are best undertaken when classrooms are treated as laboratories of inquiry research where teachers establish what works best for them Two instructor centred and two learner centred philosophies of knowledge curriculum and instruction are used to discern the fundamental basic questions that engineering educators should answer in respect of their own beliefs and practice They point to a series of classroom activities that will enable them to challenge their own beliefs and at the same time affirm develop or change their philosophies of knowledge curriculum and instruction Resources in Education ,1994 *Handbook of Research on Teaching the English Language Arts* Diane Lapp, Douglas Fisher, 2011-01-18 Now in its third edition the Handbook of Research on Teaching the English Language Arts sponsored by the International Reading Association and the National Council of Teachers of English offers an integrated perspective on the teaching of the English language arts and a comprehensive overview of research in the field Prominent scholars researchers and professional leaders provide historical and theoretical perspectives about teaching the language arts focus on bodies of research that influence decision making within the teaching of the language arts explore the environments for language arts teaching reflect on methods and materials for instruction Reflecting important recent developments in the field the Third Edition is restructured updated and includes many new contributors More emphasis is given in this edition to the learner multiple texts learning and sharing one's knowledge A Companion Website new for this edition provides PowerPoint slides highlighting the main points of each chapter *State of the Art TESOL Essays* James E. Alatis, Teachers of English to Speakers of Other Languages, 1993 A collection of essays for the 25th anniversary of the Teachers of English to Speakers of Other Languages TESOL addresses both theory and practice in the field of English as a Second Language teaching Articles include Internationalism and Our Strenuous Family TESOL at Twenty Five What Are the Issues Communicative Language Teaching State of the Art Communicative Tasks and the Language Curriculum Whole Language in TESOL From Kindergarten to High School Teaching and Learning English as a Second Language in the U S English for Specific Purposes International in Scope Specific in Purpose Second Language Acquisition Research Staking Out the Territory What Does Language Testing Have To Offer Current Developments in Second Language Reading Research Out of the Woods Emerging Traditions in the Teaching of Writing Listening in the Second Foreign Language Toward an Integration of Research and Practice Grammar Pedagogy in Second and Foreign Language Teaching The Pronunciation

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